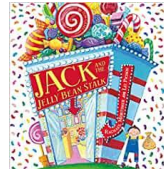
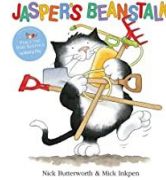
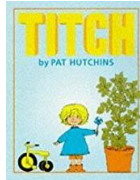
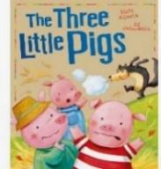




Buildings, Bridges and Growth



Overview

During the topic *Buildings, Bridges and Growth* the children will have the opportunity to listen to different stories to inspire them to build and create a variety of structures. A focus will be placed on the local area and structures that are familiar to them e.g., the Humber Bridge and local construction sites. The children will be able to play and explore using a variety of tools and techniques. The children will experiment with using simple materials, focussing on learning new basic skills, and having lots of opportunities to express and develop their thoughts and ideas through imaginative play.

During the second half of the term, the children will plant vegetables from seeds/cuttings and - inspired by well-known stories - the children will have opportunities to cook/bake. The children will discuss how to look after and care for plants and animals. There will be opportunities for the children to develop their inquiry skills by observing how plants grow and change over time. The children will have the opportunity to visit a local allotment/garden centre to see how various plants grow and to also look closely at a range of gardening tools and equipment.

Curriculum Focus

During this theme, focussed attention will be placed on the prime areas, as well as *Understanding the World* and *Expressive Arts and Design*.

WOW Start

The children will visit *The Humber Bridge* and travel across or under the bridge to see how it has been constructed. We will listen to the sounds we can hear as the traffic travels over the bridge (linked to phase 1 phonics and environmental sounds).

Environment

- Role play areas will be designed to give the children real life opportunities to play and explore. Areas will include a large construction area with small and large building/construction equipment e.g., 'real life' tools and materials, safety equipment and a builder's café.
- A focussed reading area with much loved class stories and recommended reads.
- A fine motor/funky fingers area to promote developing fine motor skills e.g., squeezing, grating, patting, and rolling.
- A small world area to encourage opportunities for the children to talk and improve their communication and language skills.
- A creative area providing opportunities for the children to explore various artistic techniques e.g., experimenting with collage, colour and various craft materials and independently continuing to develop basic skills such as using joining techniques.
- A malleable area to encourage children to explore materials and develop their basic physical, personal, and social skills.

Trips and Experiences

- The children will take part in winter walks around the school environment to experience the changes in temperature and weather conditions.
- Trip to see *The Humber Bridge*.
- Chinese New Year activities and celebrating other festivals celebrated in other countries and cultures.

Showcase

- Mums/carers will be invited for a Mother's Day celebration.
- Easter celebrations (Easter bonnet parade and decorate an egg competition)





Communication and Language Development - Prime Area

Overview

We will listen to our key texts and recommended reads and use key real-life items to support our retelling. During our adult led sessions, we will introduce key vocabulary (Grandma Fantastic words) to widen our knowledge and vocabulary and develop our speaking and listening skills. We will continue to use our imagination to develop our own narratives and children will be encouraged to use new vocabulary - modelled by staff. Our weekly Chatta sessions will help to promote speaking in simple sentences and retelling stories to others.

We will predict key events in the stories we share and create actions (signifiers) to match the events in the story and support retelling. We will also develop our understanding of stories by creating our own questions about the texts we share. We will be able to demonstrate our understanding of these key texts through answering questions and complete activities within the provision.

During Circle time and small group work sessions, we will have lots of opportunities to develop speaking and listening skills and turn taking in conversation.

Provision

- ✓ We will have a large role play construction area to encourage social interactions, sharing and using talk to communicate with each other.
- ✓ Books will be displayed across the provision - key stories that link to key learning. Other resources will be available for children to use to recall significant parts of the stories we share.
- ✓ Small world figures and equipment will be used within the provision to encourage talk and for the children to roleplay social situations.
- ✓ We will model speaking and sharing to the children and encourage them to do the same and listen to each other, this will also be implemented to help to resolve conflicts and disagreements with one another.

Assessment Links

Birth-3 Years

- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.
- Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

3-4 Years

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time and act on longer sentences like 'make teddy jump' or 'find your coat'.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Children may use ungrammatical forms like 'I swimmed'. Instead of correcting them, recast what the child said. For example: "How lovely that you swam in the sea on holiday".
- When children have difficulties with correct pronunciation, reply naturally to what they say.
- Pronounce the word correctly so they hear the correct model.
- Use a wider range of vocabulary.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Use longer sentences of four to six words.
- Expand on children's phrases. For example, if a child says, "going out shop", you could reply: "Yes, Jason is going to the shop". As well as adding language, add new ideas. For example: "I wonder if they'll get the 26 bus?"



- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
 - Use new vocabulary through the day.
 - Ask questions to find out more and to check they understand what has been said to them.
 - Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
 - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social stories.
- Engage in story times.
 - Listen to and talk about stories to build familiarity and understanding.
 - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
 - Use new vocabulary in different contexts.
 - Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in story times.
 - Learn rhymes, poems, and songs.
 - Engage in non-fiction books.
 - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary



Physical Development – Prime Area

Overview

In F1, we will develop gross motor skills by getting the children to use large brushes to brush the playground and make various patterns using water play. We will ride bikes and scooters (2 and 3 wheeled) through the outdoor area and encourage spatial awareness by moving around fixed obstacles. We will have access to large boxes/crates of different sizes which can be used for role play e.g., home corners and den making. We have different fixed equipment in the outdoor area that encourages climbing, jumping, balancing, and moving in different ways. We also have a range of balls, bats, and outdoor equipment to promote the development of physical skills such as throwing, catching and other ball skills.

Dough Disco sessions will take place weekly to encourage the development of fine motor skills, finger and muscle strength and dexterity – supporting the children’s use of smaller equipment within the provision e.g., scissors, pencils, pens etc. In our classroom, we will have a dedicated ‘Funky Finger’ area, which will lend itself to practising various fine motor skills and hand-eye coordination such as threading, cutting, grating etc in preparation for writing and holding a pencil correctly.

We will continue to talk about keeping our bodies healthy by eating food which makes us strong and having good hygiene practises. We will use our senses to explore a variety of local, seasonal produce and share our ideas about how the food looks, feels, smells and how it tastes. We will also discuss the physical changes that our bodies have made since we were a baby – height, skills, appearance etc.

Provision

- ✓ We will provide a range of obstacles and encourage the children to use their imaginations to create their own courses and develop these as the topic continues.
- ✓ Food tasting sessions will take place to sample different foods.
- ✓ We will have sweeping brushes and paint rollers in the outdoor area to support our physical movements.
- ✓ We will have playdough activities set up to build finger strength – this will include the use of tools such as rollers and cutters.
- ✓ Weekly *Dough Disco*/PE sessions will take place.
- ✓ Modelling how to wash our hands regularly and thoroughly and talking about the importance of health and hygiene practices in school.
- ✓ We will provide activities for the children to develop their awareness of keeping healthy and implement activities to promote good health.
- ✓ Encourage independent changing and dressing, such as fastening zips and buttons on coats, and putting on shoes etc.
- ✓ Dedicated ‘*Funky Finger Area*’ will be changed regularly inline with the children’s needs.
- ✓ A wide range of mark making opportunities and resources will be available for the children to access independently and develop their fine motor skills, muscle strength, manipulation, and hand-eye coordination in preparation for early writing e.g., chinks and chalk boards, large handles brushes for painting and mark making etc. Mark making tools will be available both indoors and outdoors.
- ✓ A range of materials will be available for the children to create their own bridges, models, and follow their own interests.

Assessment Links

Physical Development

Birth -3 Years

- Develop manipulation and control. Explore different materials and tools.
- Learn to use the toilet with help, and then independently
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.



3-4 Years

- Continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg, and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing, and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception - Physical Development

- Revise and refine the fundamental movement skills they have already acquired; rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.
 - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency.
- Develop overall body-strength, balance, co-ordination, and agility.
- Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes etc...



Personal, Social and Emotional Development – Prime Area

Overview

We will work as a class to create our class charter and agree on listening rules for learning, and these will be referred to throughout the day in the form of well-known chants and visual prompts. We will also introduce the school rules to new starters and practise school routines for the older F1 children.

We will have daily *Circle Times* and regular Jigsaw sessions, during which we will encourage the children to think about how they are feeling, answer a focus question or share their ideas or experiences. We will model being restorative and encourage children to think about how they feel, seek solutions and repair relationships to solve conflicts or disagreements with one another.

During our theme, we will briefly discuss morals and values and why these are important. We will also talk about people who less fortunate than ourselves.

Provision

- ✓ We will have our class behaviour expectations visual for the children to see.
- ✓ We will also have a range of emotion picture books and personal, social, and emotional texts for the children to access and look at independently around the classroom.
- ✓ A designated Jigsaw area will be created within the classroom so that the children can refer to our school rules, feelings and emotions and focussed PSED themes covered throughout the term.

Assessment Links

Personal, Social and Emotional Development

Birth – 3 Years

- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

3-4 Years

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.



[Links to Foundation Stage 2 Curriculum](#)

Assessment links to end of year expectations for Reception aged children only.

Reception - Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs. - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing; - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.



Literacy – Specific Area

Overview

We want to nurture a love of reading and books! Our curriculum is text based and many planned activities for the indoor and outdoor areas will draw upon ideas from the focus texts we are looking at and sharing together. We will have daily story time sessions, often linked to our recommended reads, and focussed books in F1. Over time, the children will learn the story structure and we will discuss characters feelings at certain points in the stories we share. We will use pictures from books to support and scaffold children in creating their own retellings.

Adults will frequently model reading and writing with the children and provide opportunities to develop pencil control and fine motor skills in preparation for using one handed tool and making both meaningful marks and developing letter formation.

Our whole school writing scheme also introduces the children to new and interesting vocabulary, which we often use and incorporate into simple sentences. The children are then able to begin to rephrase and rehearse these sentences orally, in preparation for independently writing simple sentences in Reception.

Provision

- ✓ We will constantly model reading books and treating them with respect.
- ✓ There are a variety of different books (both fiction and nonfiction) available for children to look at and read around the classroom.
- ✓ Name cards will be visible daily, and children will self-register by recognising their name. Children will also have their own name labels for their own pegs and drawers.
- ✓ We will constantly model reading to the children and discuss and model using key vocabulary.
- ✓ We will have a range of writing and mark making activities available for the children in various areas of provision (both indoors and outdoors).
- ✓ We will have various writing materials available for the children to experiment with (large and small scale).
- ✓ We have special reading areas and nooks within the classroom, for the children to independently access and enjoy reading and looking at their favourite and most loved books. These books will also link with our theme and the children's interests.
- ✓ 'Grandma Fantastic words' will be displayed around the classroom with pictures and relevant resources as visual prompts to encourage the children to use new vocabulary.
- ✓ We will constantly model reading to the children and discuss key vocabulary.

Assessment Links

Literacy

Birth – 3 Years

- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

3-4 Years

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing



- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.
- Write some letters accurately

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



Mathematics - Specific Area

Overview

Maths will be taught linked to the key texts, as well as having discreet 'Big Maths' sessions. Children will recite number names from songs and books and then practise saying them in order and recognising numerals. The children will continue to have focussed daily maths sessions, implementing maths mastery resources available and issued by the NCETM (National Centre of Excellence and Teaching in Mathematics) and our whole school Big Maths scheme of work. The children will focus upon a number a week using the Numberblock episodes and begin to understand the value of a number, how the number is represented in a variety of ways, and understand simple facts linked to each number. Basic skills in mathematics will be covered and taught throughout whole group sessions and throughout the continuous provision including: cardinality and counting, comparison, composition, pattern. shape and space and measures.

The children will be encouraged to count out different objects across the provision and teaching activities will be planned to develop basic number skills in preparation for focussed Big Maths sessions when they begin Reception. Wider maths topics such as shape, measures and space will be discretely taught through our Big Maths sessions and links will be made to the stories we share (ordering sizes and measuring objects). Shapes will be displayed across the provision and children will be encouraged to make patterns and build with these.

Provision

- ✓ Numbers will be seen around the provision in various areas and on pieces of equipment to encourage counting skills and number recognition.
- ✓ Counting equipment will be available for the children to use and explore independently.
- ✓ We will have shape pictures up around the provision in a variety of areas.
- ✓ A 'number of the week' display will be interactive and accessible for the children, and this will be updated weekly to reflect the number of the week.
- ✓ 2D and 3D shapes will be available in the provision to make patterns and shapes.
- ✓ Measuring and weighing equipment will be available for children to measure a variety of different objects, especially linked to sand, water and role play areas.

Assessment Links

Mathematics

Birth -3 Years

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeezing selves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

3-4 Years

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight, and capacity.



- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc..
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception – Mathematics

- Count objects, actions, and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Select, rotate, and manipulate shapes to develop spatial reasoning skills.
- Continue, copy, and create repeating patterns.
- Compare length, weight, and capacity
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Explore the composition of numbers to 10.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.



Understanding the World -Specific Area

Overview

This term, we will learn about various festivals such as Chinese New Year and Easter and how these are celebrated. We will taste different foods related to these festivals and discuss how these festivals are celebrated around the world. The children will have the opportunity to tell stories about places and journeys they have been on, and link this with local buildings/structures in their communities and area in which they live.

We will go for walks around our school grounds and notice physical changes in the environment with the passing season e.g., winter into spring. We will pay attention to animals and insects that we see, describing and widening our vocabulary. We will also be able to feed the birds in our outdoor area and take photographs of nature and our natural world. The children will also look at living things and what factors they need to be able to grow. We will plant seeds and bulbs, both indoors and outside, for the children to observe, look after and watch grow throughout the term. As we do this, we will look carefully at how living things change over time e.g., produce fruit, flowers etc.

We will celebrate Mother's Day by inviting mums/carers to come into school to enjoy a special afternoon tea with their children.

Provision

- ✓ Natural materials/items will be collected and displayed within the classroom area.
- ✓ Children will look at different pictures of autumn/winter/spring and describe what happens to the trees and plants.
- ✓ The children will be able to design and make models of various construction buildings, such as houses, bridges (The Humber Bridge) etc using a range of construction materials to build, join and balance together.
- ✓ The children will have access to an indoor digging area/garden area to explore and have exposure to planting seeds and bulbs using a variety of tools and resources.
- ✓ Children will have access to iPads to take pictures and use the interactive table to complete simple programs, access apps and use basic EYFS IT skills.
- ✓ Books and non-fiction texts that are linked to seasonal change.

Assessment Links

Understanding The World

Birth – 3 Years

- Explore materials with different properties.
- Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people

3-4 Years

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Talk about the differences between materials and changes they notice.
- Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
- Show interest in different occupations.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Explore and talk about different forces they can feel.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

Reception - Understanding The World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear, and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Reception – Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.



Expressive Arts and Design – Specific Area

Overview

The children will have weekly P.E. sessions where they will be encouraged to move to the beat and rhythm of various pieces of music. Within the classroom, the children will have access to musical instruments to play and tap along to the songs we share in F1.

Our focus for this term will be linked to collage and exploring various materials. We will have opportunities to create simple collages; especially linked to 'The Three Little Pigs' text. During continuous provision, the children will be able to access a variety of materials to practise basic joining skills and joining techniques and decide for themselves which technique is best for purpose and why. The children will be able to explore, and experiment using a variety of media to enhance and represent their own ideas and creations.

Throughout the term, we will explore various sounds instruments make, sing, and learn different songs and rhymes linked to our focussed texts and key concepts. The children will be encouraged to be creative and gain confidence in responding to music with actions and movement.

Provision

- ✓ We will create a stage outside and children can share their talents and perform for an audience.
- ✓ We will have instruments and a music area available for the children to experiment with.
- ✓ The children will have access to a variety of recycled materials and craft materials in our construction and creative areas to explore and investigate.
- ✓ The children will have access to a variety of materials and collage fabrics to describe, sort and use in their own work.
- ✓ The children can use malleable materials to develop their fine motor skills and exploring various textures.
- ✓ We will have role play areas linked to our themes such as a building site and a garden area. These areas will be created to stimulate talk and discussion and encourage the children to represent their own experiences and ideas through their play.

Assessment Links

Expressive Arts and Design

Birth – 3 Years

- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them.
- Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas

3-4 Years

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make
- Explore colour and colour mixing.



Links to Foundation Stage 2 Curriculum

Assessment links to end of year expectations for Reception aged children only.

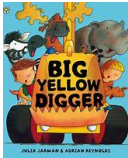

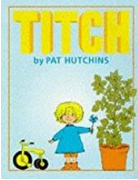
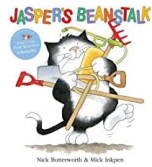
Reception – Expressive Arts and Design

- Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources, and skills.
- Listen attentively, move to, and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

Reception -Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.
 - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
 - Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.



Key Vocabulary		
construction work bench materials plan model build balance (Local building and bridges names)	tall/short growth bud shoot stem light moisture/moist dry	nuts/bolts screws screwdriver hammer brick plastic wood
Spring 1: Vocab from focussed texts		
<u>The Big Yellow Digger</u> digger builder building home bridge 	<u>The Three Little Pigs</u> sturdy strong enough weak force investigate 	
Spring 2: Vocab from focussed texts		
<u>Titch</u> growth tall/taller height short/shorter light dry 	<u>Jaspers Beanstalk</u> measure experiment beanstalk shoot bud root 	<u>Jack and The Jelly Beanstalk</u> broken-hearted crushed devastated distraught gloomy brave 